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ABSTRACT

The 12 programs selected as 1996 winners of the Secretary's Awards for Outstanding Adult Education and Literacy Programs illustrate a diverse range of promising practices for the 21st century. Winners were selected based on the presence of 10 elements, including the following: effective and potentially replicable practices; measurable objectives that are consistent with students' learning goals and the program's mission; a program environment that is appropriate and adaptable to adult learners' special needs; and successful strategies for recruiting and retaining students. The following were among the winning programs: (1) a second start program for disadvantaged adolescents and adults; (2) a consortium for worker education; (3) a youth internship program; (4) a basic skills program offered at a community college; (5) a General Educational Development (GED) program emphasizing transition options; (6) an adult high school; (7) a family literacy program; (8) a workplace literacy program; (9) a comprehensive adult education program for adults entering/reentering the job market, in- and out-of-school youths, and parents seeking to enhance their parenting and literacy skills; and (10) a regional adult learning center. Each program was profiled in a project overview containing descriptions of promising practices

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and special features, contact information, and a biographic sketch of a successful program graduate. (MN)

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1996 Winners

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Promising Practices for the 21st Century

The Secretary's Awards for Outstanding Adult Education and Literacy Programs

U.S. Department of Education

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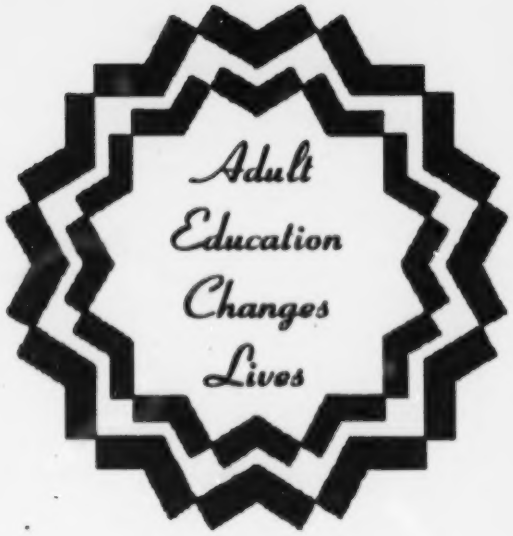

Promising Practices for the 21st Century

Winners of
The 1996 Secretary's
Awards for Outstanding
Adult Education and
Literacy Programs

U.S. Department of Education
Richard W. Riley
Secretary
August 1997

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UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

TO THE WINNERS OF THE
SECRETARY'S AWARDS FOR
OUTSTANDING ADULT EDUCATION
AND LITERACY PROGRAMS

September 26, 1996

It is a great pleasure to congratulate the winners of the Secretary's Awards for Outstanding Adult Education and Literacy Programs. Many excellent programs were nominated for this award. After very careful consideration, your programs were chosen as the most outstanding in the nation.

Quality adult education and literacy programs are essential to America's efforts to prepare its citizens to meet the challenges of the 21st Century. The ability to read and write is a necessity both for good citizenship and for economic success. If our nation is to remain competitive in our dynamic new world economy, we simply must give our citizens opportunities to learn the literacy and job skills that today's employers demand.

The twelve winners of these awards are providing invaluable services to their individual students, to their communities, and to their nation. I commend you for the commitment to education you have shown in earning these awards.

Dick Riley

Richard W. Riley

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Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

Background

The Secretary of Education established the Secretary's Awards for Outstanding Adult Education and Literacy Programs in 1985 to recognize excellence in local program services for educationally disadvantaged adults. The recognition program has assumed increasing importance as a means of focusing national attention on a range of high quality programs that demonstrate excellence in local communities. Congress, in the 1991 National Literacy Act, called for quality, accountability, and strong coordinated community efforts in laying out amendments to the Adult Education Act. The 1996 awards program highlights these elements.

The selection process begins with an invitation by the U.S. Department of Education for two nominations from each state. From these submissions, the Department selects four programs from each of the Division of Adult Education and Literacy's four geographical areas for final competition. Staff program specialists visit each program nominated and record detailed observations of activities. Finally, a panel of national experts from the field of adult education and literacy selects the programs to receive the awards.

Criteria for the review and evaluation of nominations for the Secretary's Awards are based upon recommendations from program administrators and practitioners, state directors of adult education, research on successful elements in program delivery, and the National Goals for Education. The criteria against which nominated programs are evaluated consist of program elements usually found in high quality programs. Describing these elements in the context of an operating program facilitates their replication across the country.

Many of the programs described in this booklet extend services to students by coordinating activities funded under the Adult Education Act with activities funded from other sources; therefore, not all of the activities described are an allowable use of federal funds provided under the act.

Criteria for Selection

★ The program clearly demonstrates effective elements in family literacy, workplace literacy, services to out-of-school youth, or linkages with the development of School-to-Work systems. These elements are potentially replicable at other sites.

★ The program has measurable objectives that are consistent with the learning goals for students and the program's mission.

★ The program can provide evidence that its objectives are being met.

★ The program can provide evidence that student learning goals have been met.

★ The curriculum is related to program objectives. Instructional methods and materials reflect recent trends.

★ The program environment is appropriate and adaptable to the special needs of adult learners.

★ The program coordinates with public and private sector entities in order to respond to a variety of needs and goals of adult learners.

★ The program provides for evaluation and feedback from students and from concerned individuals and groups. Evidence is available to indicate how this feedback influences program decisions.

★ The program has specific, successful strategies for recruiting and retaining students.

★ Professional development opportunities are provided to program staff.

Winning
Programs

Second Start

Second Start, a community-based organization located in Concord, New Hampshire, is currently celebrating 25 years of service to the community. It was established to provide education and support services to educationally and economically disadvantaged adults and adolescents in the greater Concord area. It has evolved into a comprehensive community educational program offering a wide spectrum of services to its learners. Adults are served through adult basic education, GED preparation and testing, adult tutorial services, English as a second language, Even Start Family Literacy Programs, employment preparation, office technology skills training, and Step by Step Career Guidance. Adolescents are served through the Alternative High School, Transitional Employment and Training, and the Student Assistance Program. Both adult and adolescent learners are also provided with essential support services through the First Start Daycare Center located on premises and the Second Start transportation system.

Promising Practices

Continuum of in-house and referral services

Students entering the program have the opportunity to select services from the available continuum which ranges from basic skill development through job placement. Learners entering the program are given a complete assessment and placed on the continuum according to their needs and goals. Throughout the process of working to achieve their goals, learners have the advantage of having a single agency consistently monitoring their progress, advocating for their needs, assisting in referrals, providing support and encouragement in time of crisis, and being there for follow-up assistance once they have finished their programs. Learners can move with ease from one phase of the continuum to another without having to start anew once they are ready to move ahead.

Family Literacy

Even Start Family Literacy Program

Each family has the opportunity to be actively involved with its educational goals by signing a contract with the Family Literacy Advocate, the person who works directly with the family. The development of a Child Checklist has helped parents to understand their children's growth and milestones, to ask questions about the progress of their children, to view themselves as experts on their children, and to learn to become their children's best teacher and supporter.

Transitional Employment and Training Program

Transitional Employment and Training Program (TET)

The TET Program is a vocational training program designed to develop positive job related work behaviors with high risk youth ages 16-21 who have been unsuccessful in the world of work. The program includes pre-employment

training as well as placement and job support. The TET curriculum focuses on student mastery of job seeking skills, world of work information, work maturity skills, and the vocational exploration process. Students complete two weeks of intensive classroom instruction and the job placement phase of the program in the community.

Student Assistance Program

Student Assistance Program
The Student Assistance Program is open to all Second Start learners who are underachievers academically and socially as a result of alcohol or drug abuse or have difficulty adjusting to a school environment. The goal of the program is to identify and reduce inappropriate behavior in the learner.

Special Features

Alternative High School for High-Risk and Out-of-School Youth

Alternative High School

The Alternative High School program is designed for adolescent students 16-21 who have not been able to succeed in a traditional high school setting. More than 50 percent of the learners are from special education classes and are deemed learning disabled. The majority of participants are male with an average age of 16. The program is a highly individualized academic program that offers ways to alter self concepts and destructive behaviors in its learners. Every student is involved in physical education activities and hands-on experiences. The goals of the program are to provide an appropriate educational setting for adolescents who have not previously succeeded in school and to develop competency in reading, writing, math, thinking, and problem solving. Students must apply to the program and express a desire to attend the program before the staff will process their applications.

Through collaborations with businesses and industries in the area, Second Start was able to raise $1,000,000 in 1989 and $175,000 in 1995 to make improvements in its building sites. Some of those funds were used to increase accessibility to the building for disabled learners.

Contact

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Concord, NH 03301
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Students attend a class at the Alternative High School

Nicole Springer

Nicole Springer is a 24-year-old single mother with two children whose participation in adult education moved her from welfare to full-time employment. She was born in New York and received her early education partly in the United States and partly in Trinidad because she moved back and forth with her family. The frequent traveling caused her to lose so much time from school that she never graduated from high school. Nicole ultimately moved to New Hampshire with her father. She got a job and never dreamed that she would end up on welfare. When her first child was born, she was able to make ends meet working second shift as a nurse's aid. Things started to go wrong when her second child was born. She found it increasingly difficult to find affordable child care for her two children especially when she was working second shift, and she found that she could not afford health care benefits for them. With reluctance, she gave up her job and went on welfare for what she hoped would be a very short period of time.

When she first went on welfare, she was not told that education benefits and child care and transportation assistance were available to her. She had no idea that she had options. After more than a year on welfare, she started doing some inquiring on her own and found out that she did indeed have options. That inquiry led her to Second Start where she enrolled in the adult education program to complete high school and at the same time enrolled her two children in the preschool program. Nicole's family became a family of learners.

While Nicole thrived in the adult education classroom, her two children were thriving in the child care center. Her hard work resulted in the successful completion of the GED examination in February 1995. She then continued to work with the Step by Step Career Guidance program at Second Start to finish formulating plans for vocational education, employment, and the opportunity to remove herself from the welfare system. Her work with the vocational counselor taught her how to balance the responsibilities of home and school, and how to examine and eliminate barriers to success so she could concentrate on her educational program. In May 1995, Nicole enrolled in a vocational education program at Second Start to prepare for a position as an administrative assistant. The intensive eight-month program required full-time attendance, five days a week. It gave Nicole the opportunity to put to work everything she had learned and to find out for herself if she could make it on her own. It was not always easy and there were times of great stress, but she did not give up. After successfully finishing her classroom program, Nicole completed a four-week internship at a private school in the area where she performed so well that they offered her a full-time job. Today, Nicole is fully employed, off welfare, happily bringing her children to day care every day. She and her two children have succeeded as a family. But she does not want to stop there. As a result of her new job, Nicole has become very interested in the area of human resources, and she plans to enroll in college and pursue a bachelor's degree.

The Consortium for Worker Education

The Consortium for Worker Education (CWE) is a separately incorporated not-for-profit organization comprised of 34 participating labor unions representing more than 600,000 members in New York City. CWE's mission is to provide education and training programs that offer workers opportunities for lifelong learning and training in skills required to build careers in the rapidly changing world of work. CWE offers programs in English as a second language, basic literacy, high school equivalency, workplace literacy, and computer literacy. Each year more than 24,000 workers and family members participate in CWE classes and programs at more than 36 learning and training sites located in all five boroughs of the City of New York.

Promising Practices

CWE's Worker Career Centers provide reemployment services to dislocated workers under the federal JTPA-EDWAA program. Approximately 8,000 to 10,000 dislocated workers are served at the Worker Career Centers per annum. CWE's workforce education programs provide enhanced services to dislocated workers by enabling eligible participants to enroll in other CWE programs to expedite the readjustment process.

CWE's educational programs combat unemployment and underemployment by allowing workers to upgrade their skills continuously. Program participants are more likely to secure jobs, earn promotions, and receive better salaries. CWE classes produce one million contact hours of instruction per year. State spending per participant in 1995-96 was approximately $162. The return on investment to the state, based on the cost of training versus the savings to the state in unemployment insurance benefits and lost income taxes, can be estimated as follows:

Return on Investment: for every $1 invested, the state gains/saves $48.

Investment (cost of training, all programs)	$ 3,108,000
State income taxes saved or increased*	$ 42,750,000
Unemployment insurance/welfare saved**	$105,600,000
Total saved/gained by state	$148,350,000

* based on $25,000 average yearly salary taxed at 7.125 percent

** based on $210/wk x 26 wks unemployment insurance or $500/month public assistance

Special Features

Exemplary Practice for Workplace Literacy

The more than thirty labor unions that form the consortium are committed to economic growth, as measured by increases in employment and real income, and access to employment and training opportunities in an expanding economy. The hallmark of CWE's training and education is a unique program approach that promotes lifelong learning, skills upgrading, and

career ladders. CWE recognizes that educational programs designed to provide mobility within the workforce as well as facilitate entry into higher educational programs are the highest priority in an era of downsizing, restructuring, and computerization. CWE has developed a proven model of workplace training and education. The model is a general approach based on a philosophy and methodology that encourages integrated, participatory, and continuous education. It serves as a framework for managers, unionists, and workplace educators to devise programs appropriate to their own conditions.

Outcomes

Last year's CWE's Workforce Education Program served 24,000 adult learners at 800 discrete classes in:

	(Number of Participants)
Basic Education/Literacy	380
English as a Second Language	3,100
High School Equivalency	1,350
Workplace Literacy	15,523
Computer Literacy	3,647

CWE has assembled an impressive track record and documents an 80 percent retention and completion rate of its workers. This comparatively high rate of program retention and completion are the result of worker demand for instruction and workers being recruited for classes through an organization that they perceive as advocating for them - their unions. As judged by a variety of assessment measures, including portfolios, self-assessment and teacher ratings, workers clearly improved in speaking, writing, and reading English. CWE is committed to job placement but also stresses job readiness.

Contact

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Students at a CWE class

** *Photo taken by Annie Hogman*

Dolphine Joseph

Dolphine Joseph exemplifies the dreams and struggles of many of the working adults enrolled in Consortium for Worker Education programs. An immigrant from Guyana, she arrived in the United States with her two children and her determination to make a better life for her family. Mrs. Joseph knew that getting more education was critical to her plans and she was in a hurry to get started. As a first step, she took classes being offered by Local 398 of AFSCME DC 1707 in her community.

The first course Dolphine took was Home Health Attendant training. Although the three-week course was demanding, she completed it successfully. After obtaining a job as a home health attendant, Dolphine kept thinking about how to improve her education and her career. She concluded that "education was the key." Now a member of DC 1707, she enrolled in a Saturday GED class held at John Jay College. She persevered in this class, despite the fact that she was working the night shift at a hospital in Queens. She worked most of Friday night and then took a bus and two trains and walked for twenty minutes to reach the class.

At last Dolphine was ready to take the high school equivalency test. The class inspired her, her teacher gave her confidence, and she herself did her best. In her own words, "I felt like a queen when I received word that I had achieved my GED." Perhaps this is the real accomplishment of adult education—that it makes hard working people like Dolphine feel their power and their worth, and then provides the vehicle to realize this potential.

For Dolphine, her GED was an "opening." She could think about going to college and exploring other careers. She could think about becoming an RN, a dream she hopes to accomplish. In the interim, Dolphine has not stopped thinking about how to adjust to the changing world of health care and of work. She has enrolled in CWE computer courses, because, as she says, "computers are used in every field."

Dolphine Joseph is a success story for the Consortium and DC 1707 because she demonstrates the extraordinary sacrifice and effort working adults will make to support their dreams for themselves and their families. She has acquired specific job training so that she can support her family, and a GED so that she can continue to advance. She has had the foresight to arm herself with computer skills, and she is already planning to attend college. The Consortium is proud to support Dolphine and thousands of others like her, with training, GED preparation, computer instruction, college prep classes and special programs within City University that make it easier for working adults to acquire degrees. Workers like Dolphine can go as far as their determination and talents will take them only if there are educational programs and services that are free and are structured to fit into their complex, demanding lives.

Youth Internship Program

The Youth Internship Program (YIP) is a program of the Young Adult Learning Academy (YALA). YALA was established in 1984 and is overseen through a collaboration comprising the Office of the Mayor, City University of New York, Board of Education, and the Department of Employment. YALA was established to develop and demonstrate approaches that would enable older adolescent dropouts to complete their education and become employed. YIP, established in 1988, serves out-of-school youth between the ages of 17 and 21 in careers in early childhood education. The program is comprised of six months of training using an integrated curriculum of academic subjects, early childhood development and employment skills, combined with a six week internship in a day care center. Comparable diversity exists in students' personal backgrounds. Of the 75 participants served last year, 82 percent were female, 18 percent were male, and 36 percent were parents.

Promising Practices

The exceptional aspect of YIP is that it integrates four activities -- family literacy, workplace literacy, service to out-of-school youth, and school-to-work connections -- into one program. Each YIP student completes training with more than 200 hours of classroom instruction, 210 hours of work experience in an internship, an employment portfolio (resume, letters of reference, clearances, and workshop and training certificates) and an articulated plan of action to continue his or her education and career path.

Additional promising practices in learning and training include:

- ★ Individual Educational Program (IEP)
- ★ contextualized instruction
- ★ participatory learning
- ★ project learning that includes team teaching by instructors and counselors
- ★ strong student/teacher interaction
- ★ continuous counseling during and after completion of program
- ★ computerized case management

Special Features

The Youth Internship Program in Child Care is an exceptional model for school-to-work programs serving out-of-school youth, combining a youth development approach with work training and basic skills education. Key features of the program include:

- ★ an intensive academic and training curriculum (40 hour week/six months; 960 hours) reflecting SCANS employability skills, early child care work readiness, family literacy for the student/parent, competency based

instruction in reading, writing, math, science, social studies, and basic word processing skills.

★ an intensive counseling program (integrated with the academic and training steps) leading to self-sufficiency for the hardest to serve youth.

★ specific instructional techniques to enhance attendance, time-on-task, communication, retention of information, time management, teamwork, and problem solving. These include a closely supervised internship program, project based instruction, employability certificates, clustering and collaborative group instruction.

Outcomes

Participant outcomes include: 85 percent completion of basic skills competencies, measured by extensive portfolio records, and 85 percent of internship experiences completed with attendance levels of 80 percent or better. Ongoing job or academic placement services are provided to all YIP students for more than two years following graduation. A job developer places 50 to 60 percent of students in jobs and/or college each year.

Contact

Youth Internship Program
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New York, NY 10128
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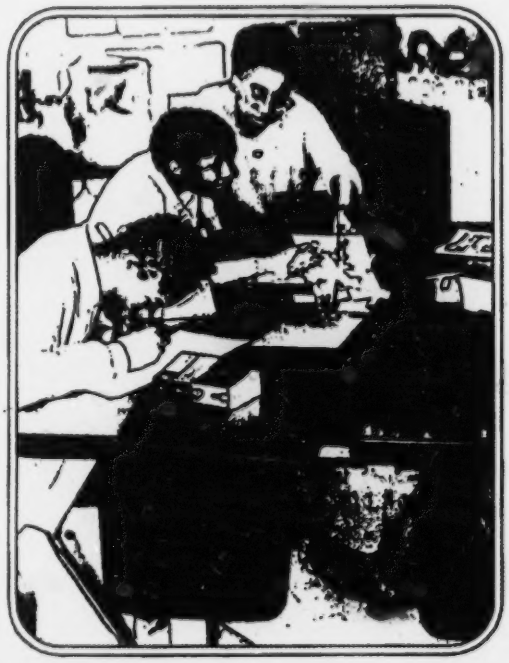
Students at the Youth Internship Program



Tricia Martinez

Tricia Martinez, age 20, used adult education opportunities to move from welfare to work. She began the Youth Internship Program, at the Young Adult Learning Academy in New York City, as a single mother of two receiving public assistance. She had dropped out of high school and was involved in what she calls a "terrible relationship." She had seen the program's advertisement in the newspapers but was not sure what she wanted to do. The Youth Internship Program is a full-time academic, employment and child care skills training program. Tricia knew that she had to take a chance to get her high school equivalency but did not know whether she wanted to work with children.

When Tricia entered the program she was a shy, overwhelmed young woman looking for a better life for herself and her children, ages 1 and 3. In the beginning, she spoke to the counselors about being afraid of trying something new and meeting new people. Over time, Tricia began to feel confident. She became a positive influence in the classroom, helping fellow students. She excelled in writing, one subject she struggled with at first. About the child care teacher, Tricia says, "The child care teacher really helped us in role-play and guided us in situations with any problems concerning the children."

Tricia Martinez became an integral part of the early childhood classroom to which she was assigned. She received exemplary evaluations from the day care center director and ultimately was hired on a part-time basis. After a short period of time, based on her outstanding performance, Tricia was hired full time. She recently was cited by the day care center director for responding to a crisis with professionalism and great care, above and beyond her responsibilities. When a parent at the day care center did not pick the child up, Tricia stayed with the child until midnight, soothing and comforting the child and notifying the proper authorities.

Once Tricia was presented with opportunities and options in education and child care, there was no stopping her. Tricia earned her high school equivalency diploma and in the fall began the Leadership Program at Marymount Manhattan College. She is no longer receiving public assistance.

About the program, Tricia says, "Out of the program I gained a new outlook on life. Everyone on the staff helped and supported me along the way. I am a better parent. I have been employed for a year and a half and I am happy with what I gained at the Youth Internship Program at the Young Adult Learning Academy of the City University of New York and with what I can give to the world in return."

Basic Skills at Wilkes Community College

The Basic Skills program at Wilkes Community College embraces the College's **Vision 2000** initiative, a shared vision in education reform directed toward enhancing teaching and learning for the 21st Century. It is designed to prepare adult learners for careers, and to assist those already employed in gaining new skills and knowledge. This adult education program serves a diverse and largely rural population with extensive educational needs, including services for large numbers of high school dropouts and new immigrants to the area. In addition to a high level of commitment, strong leadership and use of extensive institutional resources, the program enhances opportunities for its adult learners through successful collaborations and partnerships with other agencies, businesses, and organizations in the community. To help achieve the performance objectives that the program establishes, it is successfully using innovative instructional approaches at work sites and family resource centers in addition to its regular on and off-campus classes. Last year, the program served some 1,568 students.

Promising Practices

Family Literacy

Four family literacy resource center programs incorporating adult education, early childhood education, parenting, and parent and children together have been established in varied locations and settings: Alleghany County Family Resource Center, Goodwill Family Resource Center, Clingman Family Resource Center, and Wilkes YMCA Family Resource Center. A variety of educational and support services are offered at these centers. They all have strong community involvement. Smart Start, a highly innovative early childhood and health initiative that has been very successful in bringing about county collaboration and new ways of delivering services, has been directly involved in providing a myriad of services to the children in the program as well as providing parents with support which allows them to succeed in their educational endeavors.

Workplace Literacy

The program has been successful in establishing partnerships with businesses in supporting workplace instructional sites. The largest partnership with Tyson Foods, emphasizes ESL instruction for the large number of recent immigrants employed at the plant.

The Intern Student Work Practicum is an internship program being piloted that will give academic credit for work competencies gained in workplace experiences--one unit for 110 hours of work defined by agreements between the supervising employer and the class instructor.

Special Features

The program has achieved excellent coordination and community involvement in planning and implementation. The program Director and staff devote considerable effort to achieving program and student goals through coordination with a broad range of organizations, agencies, businesses, and institutions in the Wilkesboro region. The Wilkes County Literacy Consortium, established with the assistance of the College's Basic Skills Program, works closely with the program and is a strong advocate for this student population. The Consortium is assisting the program in improving marketing, involving business and industry, and in securing funding. In a related achievement, the Business Advisory Council plays a vigorous support role in family literacy and training activities of the Goodwill Family Resource Center. Flexibility and promoting access to services are fundamental concepts of the program. Instructional sites are established at locations convenient to concentrations of student populations, and classes are scheduled based on students' needs.

Contact

Basic Skills at Wilkes Community College
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Students in an adult education class at Wilkes Community College

Tina Bryant

Tina, 22, never enjoyed school as a child. She thought she was stupid and would never succeed. The fact that her family moved around frequently never allowed her to make close friends. When she found herself pregnant at 16, she decided to quit school and be a full-time mother.

After her second child was born, Tina knew she wanted a better education so that she could be a good role model for her children and help them with their homework. She also wanted to get a better job. A friend told Tina about the Basic Skills Program at Wilkes Community College which was offered at the Goodwill Family Resource Center. Tina fought against going for several months, but finally decided to give it a try. She found a teacher who encouraged and challenged her. Other support personnel provided services for her and the children.

One bonus was that Tina's children could also attend and participate in a program which prepared them for elementary school. They received health screenings and other special services. Tina learned better parenting skills and today credits the program with helping her to guide her children into better patterns rather than "putting them down."

Tina wants to be a math teacher and is well on her way. She completed her adult high school diploma requirements and is attending college transfer classes at Wilkes Community College. She loves learning and enjoys helping others. When Tina made out her college schedule, she was sure to include time for helping to tutor her friends who are still in their basic skills program.

Tina says that her adult education teacher and others she met at the Goodwill Family Resource Center changed her life. Before this, everyone had given up on her; but in the basic skills program, she was constantly encouraged and challenged. She knows now that she is somebody special who can reach for the highest goals and succeed.

Austin Community College

Austin Community College (ACC) has served as the prime sponsor for the Adult Basic Education Program of the Travis County Co-op since September 1973. The program, with annual federal, state, and local funding, serves more than 5,000 of the 35,000 students enrolled at ACC each year, at thirty-nine (39) sites across Travis and Williamson counties. Four of the college's adult education efforts described in this review include: GED Plus Program, the Family Literacy Program, the Workplace Education Program and the Alternative High School. Through the program's mission, range of comprehensive services, and effective partnerships within the college and in the community, it provides comprehensive services to students covering wide geographic and demographic areas of need. This capability is one of the program's most outstanding elements.

Promising Practices

The GED Plus Program links students with ACC services emphasizing transitional options beyond the GED certificate. Major program components include Career Assessment and Career Planning, Deciphering College Information, College Level Skills Orientation, and Career Fairs and College Day events. Group academic instruction emphasizes teamwork, listening and communication skills, personal responsibility and self-awareness; personalized tutoring, computer-assisted instruction, and basic computer literacy are additional features. Major program objectives include providing skills assessment and certification, developing and completing career plans, developing a "functional context" classroom, arranging work-based experiences, and maximizing support services to ensure a smooth transition from GED into college, training, or employment. Throughout the program, students are encouraged to look beyond just getting a GED.

The Del Valle ISD Even Start Family Literacy Program has been provided instructional support from ACC's Adult Education Program since its inception in January 1994. The Even Start Program seeks to educate parents and children together so that families can reach the goals they set for themselves and their lives. Family literacy is based upon the idea that parents and children can learn together. Parents acquire new skills for furthering education, work, and home. Children see their parents not only as their first teachers but as modeling an appreciation and respect for education. Program components in the Family Literacy Program include: adult basic and secondary education; early childhood education; parent education, on site and in the home; English as a second language; life and workplace skills, computer literacy, and community service. The Texas Education Agency, in a recent monitoring visit to the program, recognized the Del Valle Even Start Family Lit-

eracy Program as one of the best examples of model practices in family literacy in the state. The Even Start Program has made a tremendous positive impact on the lives of this impoverished rural community.

MinCo University is a recently established workplace literacy program at MinCo Technology Labs, Inc. This outstanding adult education program is offered on site and customized to meet the needs of all sections of the workplace. Its mission is to offer education services that allow workers to expand on their basic education, acquire new skills and advance in their careers. As judged by the positive evaluations from both students and teachers and total support from the organization, this endeavor promises to become an exceptional workplace literacy program. It is the product of successful collaborative efforts within the college as well as with business and industry.

Special Features

One of the strongest features of the program is its services to out-of-school youth provided at the ACC Robbins Academy. Since the program began last year, it has enrolled 368 students. Child care services are provided along with parenting skills, communication, problem solving, social skills training, and job interview skills. A learning lab with tutorial assistance, a Learning Resource Center, and a mentoring program are available to the students 13 hours a day. New developments include an innovative competency-based curriculum and a NovaNet computer lab, a state-of-the-art system that offers the latest in computer-assisted instruction to students. Students are provided a one-week orientation and survival skills workshop and must also agree to a Learner's Contract which is negotiated with staff. The comprehensive program at ACC Robbins Academy is in its initial development stage. It has assumed the role of alternative high school from a previous school district program that closed last year. Out-of-school youth are a major challenge to the adult education field.

Contact

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Students attend a GED class in the Elizabeth Ney Museum

Elva Hernadez

Elva Hernandez was born in Dolores Hidalgo, Guanajuato, Mexico, in 1972. Because her family lived a long way from the school and her parents had to work, Elva was able to go to school for only three years. As a child, she worked on farms and at other jobs. She came to the United States in 1989 to marry her husband, Angel. They have a son age 6 and a daughter age 4.

Elva started the Even Start Program in January 1995. She wanted to learn English and other school subjects so that she could help her children as they progressed in school and so that she could learn things that are necessary for a better life and a better job. In ten months, Elva has completed four levels of ESL and begun study in an ABE class, taught entirely in English. Her achievement test scores show that since she entered the ABE class in December 1995, she has progressed as many as four grade levels in all subjects.

Elva especially appreciates the support she gets from her husband to continue her studies. Her children are doing well in school and her family is working together to achieve their goals for the future.

Mott Adult High School

Mott Adult High School (MAHS), a comprehensive adult education program, is an integral part of the Flint Community Schools. The adult high school serves approximately 10,000 adults annually by offering basic skills improvement, GED preparation, high school completion, and job training. Forty-five sites are located throughout the community with two full-time centers providing comprehensive instructional, career awareness and assessment services.

The program is staffed by a cadre of full-time professional adult educators, including more than 100 full-and part-time teachers and more than 100 volunteer tutors who support low-level learners. Each area of instruction, along with academic course content, also incorporates family literacy, integrated basic/vocational skills, community service, and life/study skills training. School-to-work activities are prominent in vocational training classes which include practicums relating basic skills to the world of work.

Promising Practices

★ **Work Related Instruction** -- MAHS is creating a curriculum that is contextualized to the worlds of work and family. The program supports numerous work related projects, most noticeably, two UAW/GM skill centers (BOC/Flint Skill Center and the Delphi Skill Center). Instructional programs at these and other business sites include classes for high school completion, job skills, GED preparation, skilled trades completion and computer literacy. In addition, MAHS also provides custom designed literacy programs for individual businesses. As part of their effort to create a curriculum contextualized to the world of work, all teachers recently completed a job shadowing experience and are incorporating the lessons learned at the worksite into their classes. Close to thirty local businesses provided job shadowing opportunities for adult education teachers during the past year.

★ **Coordination** -- Coordination is a major program strength for the Mott Adult High School. MAHS is built upon long-standing community partnerships with a variety of public and private agencies and institutions, including: General Motors/United Auto Workers (GM/UAW), local businesses, law enforcement agencies, health care agencies, social service agencies, education agencies, Job Corps, JTPA, the municipal courts, Head Start, the local literacy coalition, and many others.

★ **Teaching Techniques** -- MAHS offers a variety of teaching techniques for the multiple learning styles of adult students. Team teaching, cooperative learning, open enrollment labs, community services, computer assisted

instruction, peer tutoring, contextualized curriculum, outcomes based curricula, and experience in the work place are used to help students meet their learning needs. Students meet with an adviser and are involved in planning a course of study based on their desires and needs. Beginning this fall, students will have academic advisers to follow them through the completion of their program.

Special Features

★ **Family Literacy** -- In addition to their regular family literacy classes, MAHS has integrated parenting and family literacy instruction throughout the program. Examples include: Families in School (parent/child interactive workshops), Family Days (children come to adult classes with their parents), and a project designed to assist K-12 teachers in designing strategies for involving hard to reach parents. A unique aspect of the family literacy initiative at MAHS is the integrated and collaborative approach with the K-12 system. Multiple activities involving elementary teachers, adult teachers, and parents represent a broadening of the normal family literacy approach in adult education. MAHS received a grant from the Barbara Bush Foundation in 1993 and, although the grant has ended, incorporation of aspects of the family literacy program into the regular program and coordination with the K-12 educational system continue.

★ **Out-of-School Youth** -- MAHS offers an alternative education program for young out-of-school adults. Striving Toward Academic Responsibility (STAR) offers young at-risk adults a chance to earn high school credits. Program goals include enhancing self concept, providing opportunities for success and helping students realize they are responsible for their actions. STAR offers real world experiences, peer tutoring, life skills and academic instruction, career exploration, and study skills. The STAR program is attempting to set high academic standards for student performance (no grade below a C is acceptable). Community service is one focus of this program that allows students to become involved in their community in a positive way.

Contact

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Students in a computer lab at Mott Adult High School

Cindy Cromwell

Cindy Cromwell's success story is a textbook example of a single parent overcoming a variety of obstacles, often self-imposed, to become a self-confident, effective, and active member of her community.

Cindy dropped out of high school during the eleventh grade, got married, and at age 19 (and six months pregnant) was widowed when her husband died as the result of an auto accident. Continuing on what she calls "a rocky road of wrong choices," she entered into a second relationship, during which her second son was born. Cindy bounced from one low-paying and menial job to another, frequently unable to maintain a reliable source of transportation or babysitters to look after her young boys. Then an illness struck, forcing her to accept welfare. Cindy's life hit a new low.

While performing community service work at her son's elementary school, as a requirement of public assistance, Cindy was encouraged, at age 36, to go back to school and earn her high school diploma. Although reluctant and scared, she enrolled in Flint's Mott Adult High School. That's when Cindy's life began to change. She describes the transformation in her own words: "I learned that someone can take away your home, your car, and all of your material possessions, but not your education. At that age, a lot of people, myself included, need more than just a diploma. The staff and teachers saw things in me I had not seen in myself. When, at age 38, I received my diploma, I felt free, I felt at peace, and I felt strong."

Since receiving her high school diploma, Cindy has enrolled in college classes and has been employed by the school she has grown to love. She is working as a tutorial assistant at Mott Adult High School, providing guidance counseling and basic skills assistance to her peers. "It has been wonderful to give to other students the things I had received as a student," she said. Cindy's oldest son, Kenneth, is now 26 and married with a child of his own. Eric is 19 and is serving in the U.S. Army. Cindy attributes her recent successes to her experiences within adult education. A self-described "grass roots political activist" she serves on Flint Mayor Woodrow Stanley's Citywide Advisory Committee and is active in her party. She also serves as her union's political representative. Cindy has even been approached and asked to run for the Flint City Council. "Ten years ago it would not have been an option," she said. "Today it's possible. Armed with all the tools I was given through adult education, I know now that all things are possible."

Family Literacy Program

The Canton Family Literacy Program integrates basic literacy instruction, parenting education, early childhood education, parent-child interaction, and employment exploration to provide intergenerational, family focused services. The program is built on existing community and school district resources. Local social service agencies provide related services such as child care, transportation, and information on health and parenting concerns. At each of the six program sites, two teachers provide an integrated program of instruction that includes basic literacy and numeracy, employability and parenting skills. Down the hall, their children learn and play in developmentally appropriate early childhood settings. This concept of families learning together encourages and inspires both parents and children.

Special Features

The Canton Family Literacy Program incorporates several promising practices in its curriculum and design. A two-week orientation for participants focuses on goal setting, building self esteem, team work and study skills, all of which are essential for success in the program. During orientation the adults set individual goals concerning reading, writing, math, parenting, and careers. Under teacher direction, the adult learners design their own learning plans, which may include working cooperatively in small groups, individually with trained tutors, independently, or with computer-assisted instruction.

All participants engage in career assessment and exploration, culminating in the development of an Individual Career Plan. Each of the Family Literacy classes has a local employer as a Literacy Partner. These business partners are an excellent source of information about the world of work and help to motivate the students to complete their goals by relating classroom learning to the work setting.

Following orientation, the adult learners begin, with teacher assistance, the process of developing a family portfolio that then documents the achievement of both individual and family goals. The heart of the portfolio is the goal sheet which shows what the adult learners have studied and what the next steps are in their educational plans. The portfolio is a visual presentation of learner capabilities, strengths, weaknesses, accomplishments, and progress. It is also a tool that teaches self evaluation and helps adults become independent, self-directed learners. The portfolio documents attainment of academic, career, and parenting goals. It contains TABE scores, continuum checklists, tests, writing samples, reading logs, Individual Career Plans, and authentic assessment activities such as preparing a monthly budget. Life skill competencies are also recorded along with

evidence of school and community involvement, such as registering to vote, volunteer work, and assuming leadership in cooperative learning activities. The children's progress is documented by checklists completed by early childhood education teachers, samples of the children's work, and Early Prevention of School Failure screenings.

Outcomes

During the 1995-96 school year, the program served 105 parents and 186 children under the age of 8 in six different classes. Outcomes for the parents included achievement of their academic goals, such as: 11 students received GEDs, improved self-esteem, and identified career goals. Family outcomes included improved parent-child relations at home, increased time spent by parents and children reading together at home, increased ability of parents to help their children with their homework, and increased involvement of parents at their children's school. As a result, the children's grades and grade promotion rates improved and they developed more positive attitudes toward reading and learning.

Contact

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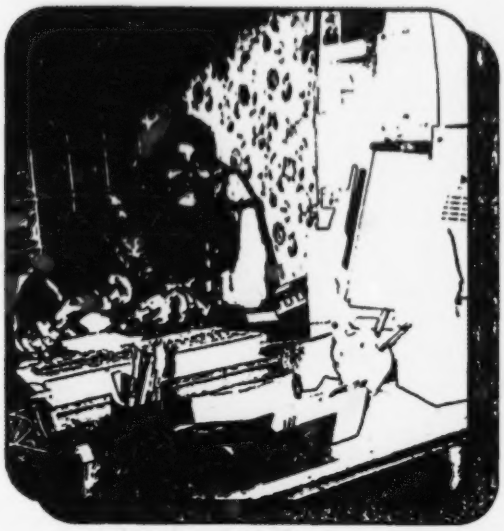
Teacher, student, and child at the Canton Family Literacy Program



Shirley Hopkins

Shirley Hopkins is using adult education to move from welfare to work and to break the cycle of under-education for her three children, Myrietta (14), Myron (12), and Mariea (7). Shirley quit school at age 15 when, hardly more than a child herself, she became a mother. After several years in an abusive relationship with a drug abuser, Shirley left her family and friends and fled to Canton, Ohio, to start a new life. With no education and no job, Shirley found herself alone and on welfare, with many hopes for her children, but little promise. But Shirley is a fighter and she never gave up. She realized that she was going to have to take action to make things happen for herself and her children.

Shirley joined Canton City Schools Even Start Family Literacy Program in the fall of 1993. Thinking back, Shirley says, "I didn't have very good self-esteem. I held my head down and didn't look anyone in the eye." But in Even Start Shirley met new friends, what she calls "sort of a second family," and caring teachers. She learned to set short and long term goals for herself and her children, and she worked hard to reach her goals. It took Shirley three years to earn her GED, but she never gave up. She was an inspiration to everyone in the program. Throughout the three years she had excellent attendance and took extra work home each night.

Working at home not only helped Shirley reach her goals, but it provided an excellent role model for her three children. They began to do homework together each night. As Shirley's confidence and skills grew, she began helping her children with their homework. Their grades really improved. Shirley remembers how her son, Myron, brought his science grade up from an F to an A after she started working with him on his homework and modeled a positive attitude toward school and learning. In parenting class, Shirley learned to be more creative in working with her children to make learning fun. Her oldest daughter recently won a scholarship to a private preparatory high school. Shirley also began reading to her children each night, something she really had never considered important before. "I should have known to read to them, but I didn't," says Shirley. Mariea, who was in Headstart when Shirley joined Even Start, now loves school and especially reading. Myron won the city library's reading contest last summer, reading 186 books.

Attending school in the same building as her children helped Shirley feel more comfortable in her role as partner with the school in her children's education. "Before Even Start, I rarely even attended parent teacher conferences," reports Shirley, "now I'm president of the P.T.A. I volunteer at school, and I work on the levy committee." Shirley entered Stark State Technical College this fall. She is working on a two-year degree in social work. She wants to work in a job that will get her off welfare and allow her to help others. She works part time as a parent advocate for Stark County Family Council. Shirley hopes she can be a role model for other young mothers, helping them break the cycles of poverty and under-education for their families.

Great Oaks Workplace Literacy Program

The Great Oaks Workplace Literacy Program provides 55 hours of literacy instruction at 12 work sites in Greater Cincinnati. All classes are funded by the businesses in which they are located. Current offerings include basic skills such as reading, writing, math, GED test preparation, communication skills, personal finance, blueprint reading, and English as a second language.

Each on-site program is designed specifically to meet the literacy and math skill needs of employees as determined by the job requirements of the individual companies. This program is conducted in the context of Great Oaks's Adult Basic and Literacy Education focus, which has as its goal to provide quality programs of assessment, fundamental skills update, and goal-oriented training for adults in the general population and employer-initiated programs.

Special Features

All workplace programs are based on the five key components of the statewide plan, *Jobs: Ohio's Future*. These components are: development of stakeholder support, assessment of workplace skills, workplace program design, program implementation, and evaluation. Employers are also asked to consider the purpose of their planned workplace literacy program, why they are choosing to provide the worksite training and where they hope it will lead the employees and the company.

Workplace program instructors are full members of a program team at each company, which includes a company representative, a Great Oaks supervisor and an instructor. The teams are empowered to handle the day-to-day challenges that affect each program. The instructors are considered account representatives and are expected to treat the company representatives and students as customers.

Workplace instructors clearly understand each program's objectives. They have conducted the recruitment and assessments and understand each program's budget. The instructors tour the client companies' operations and understand each business. Instructors use an informal task analysis with each class to relate the instruction to each company's business and the work performed in the company.

Outcomes

During 1996, more than 500 adults received literacy instruction in 15 programs. Outcomes for the participating companies include increased GED attainment by employees, reduced employee error and reduced rate of waste and scrap for materials used in manufacturing processes. Other outcomes included improved employee productivity, increased employee attendance, a reduction in the number of personal leave days requested, increased promotions among participants, and a willingness by employees to assume greater responsibility by participating on company work teams.

One participating company found that the program was an important factor in helping its employees improve their productivity. The company went from losing revenues to being able to pay all employees significant monthly bonuses determined by production output for the month. Among 15 employees participating at another company, six have received their GEDs.

Contact

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Peggy Hawkins

Peggy Hawkins has been an employee at Hudson Specialty Foods since March 24, 1992, and was instrumental in helping to create workplace education opportunities. Toward the end of 1993, Peggy played an important role on a task force that was developed to promote a basic skills enhancement program at work. Through the efforts of Peggy and many other employees of all levels in the company, the Hudson Specialty Foods Learning Center opened in May of 1994. Since then, classes have been offered on Wednesday afternoons for eight-week sessions and are facilitated by a trained instructor from the Great Oaks Institute of Technology in Cincinnati, Ohio.

Peggy attended the Training Enrichment and Mastery (TEAM) classes regularly, and found time in her busy schedule to dedicate at least one hour each day to study and prepare for her GED examination. Peggy worked hard, especially in the areas of reading and math. When Peggy started the TEAM classes, her language skills were at a ninth grade level. After one year, Peggy's language skills had increased to a 12.9 grade level. With increased knowledge and confidence in her math skills, Peggy was able to successfully pass a math test which helped her earn a promotion to a higher skilled position within the company. In May of 1995, Peggy passed her GED examination with high scores. At the height of Peggy's dedication to her studies, she was nominated and selected as "Outstanding Student" by the Literacy Network of Greater Cincinnati. Only five students in the Greater Cincinnati area are recognized each year with such an achievement. Peggy still attends classes and is preparing to go further with her education in the near future.

Peggy's story is only one of the many successes that have directly resulted from the efforts of those involved in the TEAM classes program. Since the Hudson Specialty Foods Learning Center opened, class attendance has grown from 15 to more than 35 employees, and the company has seen 15 internal promotions. Not only do the classes benefit the employees but they are also making a significant impact on the continuing success of Hudson Specialty Foods.

Los Angeles Unified School District

The Division of Adult and Career Education (DACE) of the Los Angeles Unified School District (LAUSD) has the largest adult education program in the nation. The DACE operates 26 community adult schools, 12 employment preparation centers, one business/industry site and six comprehensive family literacy centers. More than 350,000 students representing diverse ethnicities enroll every year. Student target populations include: (1) adults entering and reentering the job market, seeking to obtain English language skills, complete a high school education or GED certificate; (2) in- and out-of-school youth (ages 16-21); and (3) parents seeking to enhance their parenting and literacy skills.

Students have an opportunity to enroll in more than 700 state-certified courses. Adult education classes are offered in more than 700 public school locations, leased facilities, community centers, business and industry sites. Learning opportunities also are offered via distance learning on the district-owned television station, KLCS. Classes are competency-based, conform to the California Department of Education's Model Program Standards, and feature individual, small group and whole group instruction. Computer-assisted instruction is an integral part of the program. Teachers use varied methodologies and strategies, such as cooperative learning, to address the diverse learning styles of the students. Each community adult school and employment preparation center has full-time counselors to provide assessment, program planning, referrals, and other supportive services. Child care is provided at some adult schools and centers. All adult schools are fully accredited by the Western Association of Schools and Colleges (WASC).

Promising Practices

This program adapts traditional family literacy models which include preschool classes, adult basic skills training, parent education, and parent-child interaction to meet the demands of inner city neighborhoods. The adapted model addresses the needs of minority and economically disadvantaged individuals. This adapation can be used in high-poverty urban areas nationwide. Promising and innovative practices that are transferrable to other urban sites include: integration of adult and parent education; linkages to postsecondary and employment training; innovative support services; and scheduling around core activities in family literacy. This holistic approach helps parents take control of their future and influence their children in positive ways.

Special Features

- ☆ Centers have formed articulation agreements with various two- and four-year institutions.
- ☆ Fund-raising efforts to obtain private sector support have provided large portions of the various centers' operating budgets. For example, three of the centers are partially funded by Toyota Families for Learning grants.
- ☆ Some students who are enrolled in the program are AmeriCorps volunteers.
- ★ Centers typically offer employment readiness opportunities, and the employment preparation center model offers job skills as a key component of the program.
- ★ All centers are located near accessible public transportation.

Outcomes

The DACE model served more than 300 families in 1994-95. During that period: 95 percent of the participants who enrolled in GED classes received the GED certificate; 98 percent of family literacy participants who enrolled in English as a second language training advanced at least one level; 95 percent of family literacy participants received more than 200 hours of training; and 82 percent of the adult family literacy participants reached their stated goals. Adults enrolled in the family literacy program advanced at least two grade levels as measured by the Tests of Adult Basic Education (TABE). Preschool children increased their school readiness skills in six areas by an average gain of 81 percent as measured by the Child Observation Record (COR).

Contact

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Parents and Children Together Time in a family literacy program at the Maxine Waters Employment Preparation Center

Juan Antonio Ramirez

Juan is living an entirely different life from the one he left behind more than ten years ago when he was living on the streets and involved in gang and drug activity. Juan came from a violent, troubled home headed by a father who was an alcoholic and who regularly beat his wife and children. He completed only six years of schooling in Mexico where he was considered a troublemaker and expelled. He left home for the first time when he was 16 years old.

While he was away from home, he had plenty of time to think. Juan decided to go to seminary. He came back to Los Angeles to attend classes with the Comboni Missionaries of the Heart of Jesus in South Central Los Angeles. He took an intensive English program and obtained his GED as a student there. After that, he started a group called Barrios Unidos Para Christo to help gang members. He also worked and volunteered with different community organizations and drug rehabilitation programs such as Live Again in Los Angeles, Casa Guadalupe in Mexico, and a drug rehabilitation program in Fresno.

In 1992, he decided to complete his high school diploma. He enrolled at Garfield Community Adult Eastside Learning Center where he became involved as a participant in various school programs and as a parent/volunteer with the "Strengthening Family Ties" family literacy program. He became the accomplished, productive, loving and contributing man he is today. Juan is successfully fulfilling a number of roles as a model adult student, father, husband, community volunteer, lay drug rehabilitation counselor, and hospital maintenance worker.

Juan applied for and was selected as an AmeriCorps program member in 1995. He has performed service in the adult and child development classrooms, and he helped start a parent council. He serves as Council president, organizing various activities for students and their families. He explored ways to improve the program and to help students support one another in achieving their academic, parenting, and personal goals. He will graduate from high school in June 1997. He also works as a gardener at Victory Outreach and donates the money he earns to the rehabilitation program they operate. He is an active volunteer at his church where he is involved with the Marriage Encounter Program. Juan is employed at Santa Marta Hospital where he transports patients to and from the X-Ray Department.

Regional Adult Learning Center

The Regional Adult Learning Center (ALC) is an integral educational component of Eastern Idaho Technical College in Idaho Falls, Idaho. This linkage enables ABE/ESL/GED students to transition into vocational/technical programs. Family literacy, workplace literacy, and out-of-school youth initiatives are vital components of this comprehensive program. Extensive emphasis is placed upon collaboration and coordination with school districts, social service agencies, and communities. Examples include: the Job Opportunity Basics Skills (JOBS) Program, Interagency Transition Program which works with out-of-school youth with disabilities, Job Training Partnership Act (JTPA) Program, literacy councils, Bilingual Education in the Community, and workplace education courses.

Promising Practices

Distance Education
A new Distance Learning Center (DLC) was opened at the college to add a new dimension in the delivery of educational services to all students, including GED/ABE/ESL, in Eastern Idaho.

Integration of Computers
Beginning and intermediate courses are conducted that focus on keyboarding and computers applications. Individual computer tutorial programs are also available for students. The program has integrated computers in the reading, math, and English curricula.

Learning Styles
At the beginning of each registration period, students take a "learning styles inventory" to assist staff in developing course materials and teaching strategies to accommodate the needs of students.

Regional Adult Learning Center Literary Contest Publication
The first issue of this publication was published in May 1995 and, the second issue in November 1996. This has encouraged students to fulfill their potential through poetry, short stories, and art.

Special Features

Exemplary Practices for Out-of-School Youth
One of the strongest features of the program is its work with out-of-school youth who represent nearly 50 percent of the total program participants. Students are provided with an innovative Job Readiness component featuring a learning styles inventory, Career Information System, formalized tests, planning interviews with the Program Assessment Team, career workshop, and self-esteem development. A grant from Lockheed provides GED scholarships and transitioning to technology courses for GED students. Friday mornings are set aside for consultations with out-of-school youth, probationers and parolees, mental health agencies, and program staff.

Outcomes

During FY 1995-96, 25 percent of the graduates from EITC who received the Associate of Applied Science degree, Advanced Certificates, or other Certificates had completed the ABE program before entering their technical program.

Also in FY 1995, 20 percent of Eastern Idaho Technical College's full-time program graduates went through the ABE program first before enrolling in their postsecondary studies. Of the 1,047 students enrolled in the program, 206 completed the level started, and 180 moved to a higher level. High levels of retention (71 percent) were noted among the participants. Participant achievements during this time include 300 obtaining an adult high school diploma, or passing the GED test, and 110 entering other educational or training programs. The last three student body presidents at EITC were former ABE students.

Contact

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Students take classes at Eastern Idaho Technical College

Lorna Colvin

Lorna Colvin used adult education to get a better job. She tells her story here.

My name is Lorna Colvin. I was born and raised in Idaho Falls, Idaho. After graduating from Bonneville High School in 1984, I worked odd jobs, ranging from dry cleaning to day matron custodian. Because of my lack of skills and self-esteem, I did not believe I could hold a better job. In 1991, after the birth of my third child, I found out it was not feasible for me to work only to pay for day care. Being at home all day was not what I wanted to do. I wanted more out of life. In 1993, I was diagnosed as having attention deficit disorder (ADD). Vocational Rehabilitation offered me the chance to return to school and, in my mind, start over again. A series of assessments revealed that I was functioning on an eighth grade learning level.

In October 1993, I entered the Regional Adult Learning Center at Eastern Idaho Technical College (EITC). When I took this step, I started a whole new life for myself and I am very proud. After upgrading my skills, I enrolled in the accounting program in August 1994. In the spring of 1995, I was selected as the Student of the Semester. Also that spring, I was elected EITC's 1995-96 Student Body President. In the summer of 1995, I received the Idaho Adult Basic Education Student Achievement Award.

Three weeks before I graduated with an Associate Degree in Accounting from EITC, they hired me to work in the business office. The work is fulfilling and exciting. I enjoy going to work every day, something I have never experienced before.

My educational experiences in high school were not enough to get a good job. My college experience has shown my family that good grades are not enough; understanding what you are learning is more important. Since returning to school, I am more aware of how my children are doing in their classes. We spend more time on homework and a lot of time reading, whether it is Mom reading bedtime stories or one-on-one reading with Dad. I believe that by watching me for the last three years, my three children have learned that with hard work and high self-esteem, you can achieve any goal you set for yourself.

Willard Adult Learning Center

Missoula County Public Schools challenge adults to further academic success and lifelong learning, and encourage individual responsibility and respect for one another. Planning is ongoing and participatory. It is guided by evaluation and based on a written plan that considers community demographics, needs, resources, and economic and technological trends. This comprehensive adult education program serves more than 800 students a year in Missoula, Ravalli, Sanders, and Mineral counties. Of the population served, 126 are disabled, 93 are immigrants, 43 are homeless, 40 are institutionalized, 303 are unemployed, and 207 are on AFDC or General Assistance. Adult education programs are offered at the Willard Adult Learning Center and its outreach sites. Services include diagnostic and placement testing, GED testing, career exploration and counseling, academic advising, referrals to local agencies, and special study skills. Family literacy, out-of-school youth programs and English as a second language are featured in their services to the community.

Promising Practices

★ A computerized Participant Attendance and Tracking System provides immediate information on student progress.

★ Three satellite-delivered teleconferences on School-to-Work, Attention Deficit Disorder, and A Family in Crisis were conducted for program staff.

★ The annual Literacy Fair enables all of the human service agencies and service providers to learn more about the Center's offerings and to share information about their service activities.

★ Consultations and meetings with numerous human service agencies is ongoing: six agencies are contacted weekly, five agencies on a monthly basis, and 21 other agencies as needed.

★ Adult populations are served at the Poverello Homeless Shelter, the Homemakers ESL Program, and Family Resource Centers.

Special Features

Exemplary Practices for out-of School Youth

Services to out-of-school youth include a JTPA School-to-Work project for the population cohort ages 16-21. There are 307 participants (greater than 30 percent of the total enrollment) in the age 16-21 cohort. To provide special assistance to this population, a youth advocate is available to assist students in meeting their objectives, finding additional work, and develop-

ing future career plans. To further strengthen the emphasis on employment, a two week component of the Adult Basic Education program is specially designed for Level II and III students. Participants acquire skills and implement all major aspects of seeking, pursuing, and retaining employment and/or a career.

Exemplary Practices in Family Literacy

The family literacy component has been operational since 1989, when it was first funded as a Section 353 Special Demonstration Project. Family Literacy programs for Russian immigrant homemakers and parents are operating in six elementary schools, through the assistance of the Refugee Assistance Corporation and Missoula Child Care Resources. This program is currently being replicated in Billings. It was presented to adult practitioners at the American Association for Adult and Continuing Education Conference in Salt Lake City and at other conferences.

Outcomes

Outcomes for the 1995 calendar year include: 329 students obtained GED certificates, 33 students entered other educational programs, and 42 gained employment. ESL students reported a mean gain of 2.1 levels based on pre and post test measures. There were 434 students who completed their objectives during the year, 170 who moved on to a higher level, and 498 students who are continuing at the same level.

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Willard Adult Learning Center
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Missoula, MT 59801
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Students at the Willard Adult Learning Center

Fumiko Dudnick

Fumiko Dudnick used adult education to receive American citizenship. She tells her story here.

I was born Fumiko Shimabuku in a small farming village on Okinawa, an island in the Pacific Ocean 150 miles south of Japan. My mother died having her fifth child when I was seven. The saddest thing I can remember is standing in line to register for first grade. All the other kids were standing hand in hand with their mothers while I stood there alone. My father died a few years later from the sorrow of losing his wife. I was raised by my two older sisters. For financial reasons, I had to quit school after the ninth grade to help support my family.

I met my husband, Douglas (whom I mistakenly called "Dog" for almost two years) when he was a Marine helicopter pilot serving a tour in Okinawa. As Doug continued his career as a Marine Corps officer, I raised my two handsome boys and worked as a waitress, occasionally, to help make ends meet. On many occasions, I attempted to go back to school, but it seemed that each attempt was halted by either a transfer to another Marine assignment or the need to work. I did, however, finish two of my GED requirements at Camp Pendleton, California, prior to leaving for Doug's new job in Washington, DC. Often, my better educated friends could qualify for high-paying positions while I had to settle for minimum-paying jobs. I couldn't help feeling inadequate at these times.

Shortly before my 50th birthday, I signed up at the Willard Learning Center for the GED completion course. I was excited and eager to learn. I didn't know if I could ever master the work required to get an American high school equivalency degree, because English was my second language. I worked very hard at Willard and I studied long hours at home. I learned more about how things work in life from my science and social studies books than I had ever learned in a half century of living. To make a long story short, I received my GED diploma six months later.

Getting my GED was the greatest thing I have ever done in my life (after the birth of my two boys). I felt I could do anything. I felt a great love for the people at Willard who gave me the encouragement to keep going when I thought I could never make it better. I just wanted to tell the other people who hadn't finished high school that adult education is a place to start to make your dreams come true. I need to know more about what to expect as a college student so I have signed up for a 'Study Skills' course at Willard in preparation for my enrollment at the University of Montana this spring. It is my dream to open my own business. I plan to major in business to learn some of the skills necessary to become successful. On October 3, 1996, I received my U.S. citizenship. Somehow, having these educational successes spurred me on to apply for and pass the requirements needed to become an official part of this great country.

Santa Fe Community College

The Adult Basic Education program at Santa Fe Community College (SFCC) serves more than 2,500 adults in New Mexico. The Santa Fe ABE program serves students in GED, ESL, literacy, workplace education, and family literacy programs. The ABE program holds a minimum of twelve GED preparation classes each week in the GED test areas, as well as in basic computer skills and life skills. It offers five levels of ESL classes at four sites within the community, including one taught at the Detention Center, a total of 32 classes per week. Students can also work at their own pace in the Developmental Studies Center on campus. In addition, the off-campus Sullivan Learning Lab, where students learn basic computer skills as well as English, serves approximately 75 students per semester. Literacy volunteers have been matched with 463 students this year for individualized instruction or small group instruction in workplaces.

Promising Practices

This program is developing innovative strategies for out-of-school youth. For 1994-95, 75 percent of the program's GED students were out-of-school youth ages 16-24; 61 percent of ABE students and 50 percent of ESL students were in that category. The most innovative aspect is the program's goal of refocusing dropouts as participating members of the community through community service experiences. These include peer tutoring, helping in schools, and assisting neighborhood and community groups. Learners' volunteer experience in the program provides work-related skills that articulate well with Santa Fe's service economy. Teaching is tailored for out-of-school youth and uses technology and contextual learning.

In searching for solutions to the pressing needs of access and equity, SFCC has redesigned its instructional process and delivery system which includes basic skills, English as a second language, adult secondary education, family and workplace literacy programs. Instructional technology plays a key role in adult education programs and has proven to be effective in reaching and serving people in this culturally diverse community. Faculty are trained in new technologies and given release time to upgrade their skills to improve student-centered learning. Uses of technology include an educational case management system that offers multifaceted support services as well as community outreach services and strengthened job placement services for under-served students.

Also outstanding is the program's staff development component. SFCC is the recipient of a W.K. Kellogg Foundation grant and Dwight D. Eisenhower Leadership Program grant. As a result, SFCC has developed curriculum for Intercultural Leadership Studies. Sixty percent of regular ABE staff have

participated in leadership training designed to help them work with out-of-school youth. One hundred percent of regular ABE staff are either pursuing higher education degrees or have participated in training specific to out-of-school youth during 1995-96. At least 75 percent of regular ABE staff attended workshops oriented to the issues of out-of-school youth during 1994-95 and 1995-96.

In addition, SFCC offered the first Annual Youth Service Summit which attracted approximately 185 high school aged youth (both in-school and out-of-school) strengthening the partnership between the college and the public schools, community-building, and new directions for youth. In 1994, SFCC was selected as one of the 11 original demonstration project sites for a Service Learning Program and AmeriCorps base (20 members per year for 3 years). About one-third of the members are ABE students or GED graduates. In 1995, the program was awarded three out of six awards from the New Mexico Adult Education Association: Teacher of the Year, Student of the Year, and Employee of the Year. In 1996, one of the volunteers received the Volunteer of the Year award.

Special Features

The program is supported by an overarching collaborative for effective school reform under an articulation agreement between the Santa Fe Community College and Santa Fe Public Schools. W.K. Kellogg Foundation funds support compacts developed with the Santa Fe Public Schools and the Civic Housing Authority to create a K-14 continuum of educational delivery for Santa Fe. ABE has established 30 to 40 partnerships with agencies, public schools, and other organizations interested in serving out-of-school youth. Articulation agreements have been signed with other New Mexico colleges and all ABE students receive transition to college counseling on a regular basis.

Contact

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Students work with computers at the Santa Fe Adult Education Program

Patsy Sturgeon

Patsy Sturgeon is a Chicana, Santa Fe native, married with two children. She has been an active participant in the Santa Fe Community College Adult Basic Education program for about one year. She is well on her way to passing all five GED tests, having passed the official math test and pretested with passing scores on three others. She consistently attends classes in all areas of the GED as well as the Life Skills class and the Finding and Keeping a Job class. The act of coming to school has opened her mind to the larger world and to the opportunities available to her.

But there has been more that has happened to her while in the ABE program than academic progress. She has had an attitude change from not having faith in the world or herself to knowing that her fate lies in her own hands thus effecting the world. This program offered her the chance to build her self-esteem, to develop communication and study skills, and to improve her job skills. In one instance she was offered a job while she was a temporary employee because of her communication skills. She came forward to the employer with some constructive criticism and offered a solution. She says that in the past she would have thought about what to say and do but would not have actually come forward and said it. She credits her newfound assertiveness, self-esteem, and communication ability for the job offer.

Patsy's leadership qualities have been noticed by ABE staff. She is an advocate of and a trusted friend to many students. She is frequently seen helping a struggling student on the computer or after a class. As she helps others, her own subject knowledge as well as communication improves. Because of her interest in others and her leadership initiative, she was asked to participate in the Building Leadership through Adult Student Training (BLAST) workshop held at the New Mexico Adult Education Association Annual Conference in May 1996. This further added to her repertoire of skills.

Patsy says that by using the skills that she has learned through the ABE program she can achieve her goals. She has decided not to stop at the GED but to continue on to college. She feels that her life changing experience in ABE is an important message to share with her fellow students and she does so happily.

1996 Nominees

AREA I

Second Start ★
17 Knight Street
Concord, NH 03301

Consortium for Worker Education ★
275 7th Avenue, 18th Floor
New York, NY 10001

Youth Internship Program ★
Young Adult Learning Academy of the City
University of New York
320 East 96th Street
New York, NY 10128

AREA II

Basic Skills at Wilkes Community College ★
P.O. Box 120
Wilkesboro, NC 28697-0120

Austin Community College Adult Education ★
5930 Middle Fiskville Road
Austin, TX 78752-4390

The Literacy Link: Workplace and Family
Northeast Texas Community College
P.O. Box 1307
Mount Pleasant, TX 75456

Children and Parents in Education (CAPE)
Kanawha County Schools, RESA III
Adult Basic Education
Bridgeview Center
5100 Ohio Avenue
Charleston, WV 25309

AREA III

Mott Adult High School ★
2421 Corunna Road
Flint, MI 48503

Orchard View Adult Basic Education/Parenting
Orchard View Schools
2310 Marquette Avenue
Muskegon, MI 49442

Adult Basic Education
St. Louis Public Schools
5068 Kensington
St. Louis, MO 63108

Family Literacy Program ★
Adult Basic Literacy Education
Canton City Schools
618 Second Street, NW
Canton, OH 44703

Great Oaks Workplace Programs ★
Great Oaks Institute of Technology and
Career Developing
3254 East Kemper Road
Cincinnati, OH 45241-1540

AREA IV

Fostering Community Renewal and Positive Change
through Adult Education
Human Resources Adult Education Center
1075 Check Street, #101
Wasilla, AK 99654

Los Angeles Unified School District ★
Division of Adult and Career Education
1320 West Third Street
Los Angeles, CA 90017

★ Winner

Workplace English as a Second Language (WESL)
Los Angeles Unified School District
Metropolitan Skills Center
2801 West Sixth Street
Los Angeles, CA 90057

Regional Adult Learning Center ★
Eastern Idaho Technical College
1600 S. 2500 E.
Idaho Falls, ID 83404

Missoula Adult Basic Education ★
Willard Adult Learning Center
Missoula County Public Schools
901 South Sixth Street West
Missoula, MT 59801

Santa Fe Community College ★
Adult Basic Education
P.O. Box 4187
Santa Fe, NM 87502-4187

Lane Community College
Adult Basic and Secondary Education
4000 East 30th Avenue
Eugene, OR 97405

★ Winner

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OVAE Home Page: http://www.ed.gov/offices/OVAE

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Puerto Rico
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Mississippi
North Carolina
Oklahoma
South Carolina
Tennessee
Texas
Virginia
West Virginia

Area 3 - Central
Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Ohio
South Dakota
Wisconsin

Area 4 - West
Alaska
Arizona
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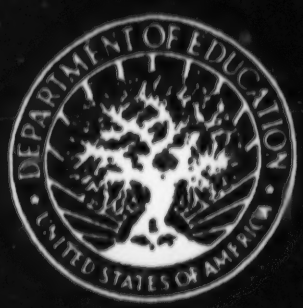

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